

Preface

When do you use a dictionary? Is it when you don't know which *kanji* to use, or when you come across a noun or a verb you don't know the meaning of? For things like *kanji* and word meanings, a Japanese language dictionary is very useful. If you want to know the difference between words like うっかり and つい, a thesaurus will help. However, there are times when no conventional dictionary will give you the answer you are looking for. For example, you may want to know exactly what the word せっかく means when it is used in the pattern せっかく…からには, as opposed to the pattern せっかく…けれども. Or you may wonder what sort of thinking lies behind the use of expressions like …にしてからが and …にしたところで, or about the meaning that expressions like …ともかぎらない, …わけではない, and …にちがいない add to the sentences in which they are used. These questions are not dealt with adequately in conventional dictionaries.

This dictionary is a handbook that looks at grammar patterns in terms of their meaning, function, and usage in relation to sentences or clauses. It also describes how these patterns are used in different situations and contexts. When you want to look up expressions that you can't find in conventional dictionaries, or gain information that isn't available in those dictionaries, this handbook will be a powerful resource.

This handbook contains 3,000 entries, including all of the grammar patterns found in the *Chuujookyuu Nihongo Kyookasho Bunkei Sakuin* (eds. Yuriko Sunakawa et al.) and *Bumpootekina Kinoogo no Tagui*, which is part of the test content specifications for Levels 1 and 2 of the Japanese Language Proficiency Test (Japan Foundation/Association of International Education, Japan). It also includes some grammar patterns gathered from newspapers, magazines, novels, movie scripts, and other sources. It is a comprehensive handbook that covers a variety of grammar patterns which Japanese language learners at the intermediate level and above often find to be challenging.

In this handbook we have tried to explain grammar patterns in clear and concise Japanese, so that learners of Japanese as a foreign or second language will find them easy to understand. We have also done the following things.

- (1) Provided as many illustrative examples as possible, in order for readers to be able to grasp how each pattern is used.
- (2) Avoided using kanji other than *Jooyoo Kanji* (Kanji for Common Use) and provided a pronunciation guide for *kanji* used in examples.

- (3) Provided examples of “incorrect usage” when appropriate, in order to illustrate common mistakes that learners should take care to avoid.
- (4) Included as much information as possible with respect to the structure of each pattern, situations in which it is actually used, differences from similar expressions, and other points useful for Japanese language learning.
- (5) Made a special effort to deal with expressions typical of spoken language, such as つけ in なんて言ったつけ and っこない in できっこない.
- (6) To facilitate easy look-up of words and expressions, we have also provided three kinds of indexes: a Japanese phonetic syllabary index (50-*on* index), a reverse order index, and an index of meaning and function groups.

It has been eight years since the plan for this handbook was conceived. Since it was written and edited by a team with whimsical and diverse interests, it would not have been possible to complete it without the support and encouragement of many people. Special thanks go to Toshihiro Fukunishi of Kurosio Publishers, who worked overtime and gave up his days off to ensure that this handbook was published. We are also grateful to Yumiko Sando and Yoko Sato for all of their help. Furthermore, we are indebted to Jiro Abe and the others who collaborated with the editing, and we are also grateful to many friends and colleagues for their feedback and advice.

We sincerely hope that this handbook will be a useful resource for those who are learning Japanese as a foreign or second language, for Japanese language teachers, and for others who are interested in the use of Japanese.

February 1998

Group Jammassy Editorial Team

Preface to the English Edition

A Handbook of Japanese Grammar Patterns is a dictionary that was compiled for the use of teachers and students of Japanese as a foreign or second language. Since publication of the original Japanese edition, translations of the *Handbook* have been published in Chinese, Vietnamese, Korean, and Thai, and many people in Asia have been able to use it. However, publication of an English edition lagged behind. Now that we have finished the long-overdue English edition, it is our hope that many people in Europe, North America, and a wide range of other places will be able to use it.

We are grateful to all of the translators who put so much time and effort into translating a book of this length into English. We are also greatly indebted to Mariko Ichikawa of Kurosio Publishers, as well as to all of the other employees at Kurosio, for their hard work throughout the editing process.

When this dictionary was originally compiled, we tried to keep the grammatical explanations as clear and concise as possible, and to include as many illustrative examples as possible. We also tried to create examples that would be easy to understand, and for which it would be easy to imagine the situation of use. In addition, we tried to make individual grammar patterns and expressions as easy to find as possible, by providing detailed headword listings and multiple indexes. We sincerely hope that our endeavors will be of benefit to teachers and learners of Japanese all over the world.

September 2015
Yuriko Sunakawa
Leader, Group Jammassy

User's Guide

Guide to the *Handbook's* structure and use

1. The key contents of this handbook are structured in three tiers. The first tier is a headword and/or head phrase, the second tier is a category heading that shows meaning or function, and the third tier is a sub-heading for further categorization. As shown in the example below, the second tier is numbered using Arabic numerals (1, 2, 3), and the third tier is ordered using letters of the alphabet (a, b, c).
2. Grammatical information is given in the second and third tiers, using grammar symbols and notations. When there are too many notations to be included in the tier heading, they are given inside square brackets [].

Headword/Head phrase	【うち】
Category heading	① うち(limit)
Sub-heading	a Nのうち
Examples	<p>(1) この三曲のうちでどれが一番気に入りましたか。／ Of these three songs, which one did you like best?</p> <p>(2) 三つのうちから好きなものを選びなさい。／ Choose the one you like out of these three.</p> <p>(3) バッハとモーツァルトとベートーベンのうちで、一番人気があるのはやはりモーツァルトだそうだ。／ I heard that, as might be expected, among Bach, Mozart, and Beethoven, the most popular composer is Mozart.</p> <p>(4) 昨日買ったCDのうち、2枚はインドネシアのポップスで、3枚はカリブの音楽だ。／ Of the CDs I bought yesterday, two are Indonesian pop music and three are Caribbean music.</p>
Explanation	Nのうち is used to delimit a range. It can be replaced by Nのなか, as in (1)-(3), when someone is choosing something within that range. In some cases, N1とN2と...のうち is used to list a series of nouns, as in (3).
Grammatical structures and patterns	<p>b ...うちにはいない</p> <p>[Nのうちにはいない]</p> <p>[A-いうちにはいない]</p> <p>[Vうちにはいない]</p>

- Headwords are listed in the order of the Japanese 50-*on* syllabary. Headings in the second and third tiers are not necessarily in this order.
- Stable compound expressions such as ていけない and とする are treated as headwords. While conventional dictionaries would list these entries under the headwords いけない and する, this handbook describes their usage under headings that include the particles. At the same time, this handbook also allows users to find these expressions using the conventional route. In other words, multiple look-up methods are possible.
- A Japanese phonetic syllabary index (50-*on* index), a reverse order index, and a list of meaning and function groups are given at the end of this handbook. When the word you are looking for is not easy to find, or when you want to find an expression using the last word or particle that it contains, this handbook will lead you there quickly.

List of grammar terminology

〈Parts of speech and other terms〉

noun	e.g. : 花、希望
adjective	<i>i</i> -adjective, <i>na</i> -adjective
<i>i</i> -adjective.....	e.g. : 暑い、おもしろい
<i>na</i> -adjective.....	e.g. : きれいだ、元気だ
verb	e.g. : 書く、話す、寝る
particle	e.g. : が、を、は、も
adverb	e.g. : たくさん、のんびり、きっと
quantifier.....	e.g. : ひとつ、一人、100グラム
numeral classifier.....	e.g. : ...人、...冊
numeral	e.g. : 1 2 3
interrogative.....	e.g. : なに、どこ、いくつ

stem of an <i>i</i> -adjective.....	e.g. : 暑、おもしろ
stem of a <i>na</i> -adjective.....	e.g. : きれい、元気

Group 1 verb.....	e.g. : 書く、話す、休む
Group 2 verb.....	e.g. : 見る、食べる、寝る

intransitive verb	e.g. : 走る、生まれる、降る
transitive verb	e.g. : 飲む、使う、見る

potential form	e.g. : 読める、食べられる
passive form.....	e.g. : 読まれる、食べられる
causative form.....	e.g. : 読ませる、食べさせる

action noun	e.g. : 運動、完成、修理
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agent.....	e.g. : お父さん in the sentences お父さんが叱った and お父さんに叱られた
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〈Speech style and conjugations〉

(1) plain form

	noun + <i>da</i>	<i>na</i> -adjective	<i>i</i> -adjective
dictionary form	休みだ	きれいだ	おもしろい
<i>ta</i> -form	休みだった	きれいだった	おもしろかった
<i>te</i> -form	休みで	きれいで	おもしろくて
<i>ba</i> -form	休みならば	きれいならば	おもしろければ
negative form	休みじゃない 休みではない	きれいじゃない きれいではない	おもしろくない

	Group 1 verb	Group 2 verb	来る	する
dictionary form	書く	見る	くる	する
verb stem	書き	見	き	し
<i>ta</i> -form	書いた	見た	きた	した
<i>te</i> -form	書いて	見て	きて	して
<i>ba</i> -form	書けば	見れば	くれば	すれば
negative form	書かない	見ない	こない	しない
imperative form	書け	見ろ	こい	しろ
intentional form	書こう	見よう	こよう	しよう

(2) polite form

	noun + <i>desu</i>	<i>na</i> -adjective	<i>i</i> -adjective
<i>desu</i> -form	休みです	きれいです	おもしろいです
<i>ta</i> -form	休みでした	きれいでした	おもしろかったです
negative form	休みじゃないです 休みじゃありません 休みではないです 休みではありません	きれいじゃないです きれいじゃありません きれいではないです きれいではありません	おもしろくないです おもしろくありません おもしろくないです おもしろくありません

	Group 1 verb	Group 2 verb	来る	する
<i>masu</i> -form	書きます	見ます	きます	します
<i>ta</i> -form	書きました	見ました	きました	しました
<i>te</i> -form	書きまして	見まして	きまして	しまして
negative form	書きません	見ません	きません	しません
imperative form	書きなさい	見なさい	きなさい	しなさい
intentional form	書きましょう	見ましょう	きましょう	しましょう

List of symbols and notations

〈Grammar notations〉

(1) noun

NP	noun phrase.....	e.g. : 花、人、希望、きのう会った人、 人に会ったこと
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(2) *na*-adjective

Na	stem of a <i>na</i> -adjective.....	e.g. : きれい、静か、元気
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(3) *i*-adjective

A	plain form of an <i>i</i> -adjective.....	e.g. : 暑い、暑くない、暑かった e.g. : A そうだ indicates forms like 暑いそうだ (they say it's hot), 暑くない そうだ (they say it isn't hot), 暑かったそうだ (they say it was hot).
A-	stem of an <i>i</i> -adjective.....	e.g. : 暑、おもしろ、楽し e.g. : A- そうだ indicates forms like 暑そうだ (it looks hot), おもしろそうだ (it looks interesting), 楽しそうだ (it looks fun).
A-い	dictionary form of an <i>i</i> -adjective..	e.g. : 暑い、おもしろい、楽しい
A-く	<i>ku</i> -form of an <i>i</i> -adjective	e.g. : 暑く、おもしろく、楽しく
A-くない	negative form of an <i>i</i> -adjective.....	e.g. : 暑くない、おもしろくない、 楽しくない
A-くて	<i>te</i> -form of an <i>i</i> -adjective	e.g. : 暑くて、おもしろくて、楽しくて
A-かった	<i>ta</i> -form of an <i>i</i> -adjective.....	e.g. : 暑かった、おもしろかった、 楽しかった
A-каろう	conjunctural form of an <i>i</i> -adjective	e.g. : 暑かろう、おもしろかろう、 楽しかろう
A-かったらう	conjunctural form of an <i>i</i> -adjective in past tense.....	e.g. : 暑かったらう、 おもしろかったらう、 たのしかったらう
A-ければ	<i>ba</i> -form of an <i>i</i> -adjective	e.g. : 暑ければ、おもしろければ、 楽しければ

(4) verb

V	plain form of a verb.....	e.g. : 書く、書かない、書きます e.g. : V そうだ indicates forms like 書くそうだ (I hear s/he'll write), 書かないそうだ (I hear s/he doesn't write), 書いたそうだ (I hear s/he wrote).
R-	conjunctive form of a verb (what is left of the <i>masu</i> -form of a verb after <i>-masu</i> has been removed)	e.g. : 書き、読み、見、来、し e.g. : R- そうだ indicates forms like 書きそうだ (s/he is likely to write), 来そうだ (s/he is likely to come), しそうだ (s/he is likely to do).

V-る	dictionary form of a verb	e.g. : 書く、読む、見る、来る、する
V-た	<i>ta</i> -form of a verb	e.g. : 書いた、読んだ、見た、来た、 した
V-たらう	conjunctural form of a verb in past tense	e.g. : 書いたらう、読んだらう、 見たらう、来たらう、したらう
V-ない	negative form of a verb.....	e.g. : 書かない、読まない、見ない、 来ない、しない
V-て	<i>te</i> -form of a verb.....	e.g. : 書いて、読んで、見て、来て、 して
V-ば	<i>ba</i> -form of a verb.....	e.g. : 書けば、読めば、見れば、 来れば、すれば
V-よう	intentional form of a verb.....	e.g. : 書こう、読もう、見よう、 来よう、しよう
V-れる	potential form of a verb.....	e.g. : 書ける、読める、見られる、 来られる、できる
V-られる	passive form of a verb	e.g. : 書かれる、読まれる、見られる、 来られる、される
V-させる	causative form of a verb	e.g. : 書かせる、読ませる、見させる、 来させる、させる

〈Other symbols〉

/	Means "or." e.g. : [N / Naになる] means [Nになる] or [Naになる], and [V-たあとに /で] means [V-たあとに] or [V-たあとで].
()	Means "possible either with or without." e.g. : それゆえ(に) means that both それゆえ and それゆえに are possible.
《 》	Indicates in what situation(s) the example may apply. e.g. : 《手紙》まずはご報告まで。
[]	Indicates information about the grammar pattern. e.g. : [あまり V-ない]
< >	Indicates the meaning and/or function of the grammar pattern. e.g. : ...みたいだ 〈supposition〉, V-てくれない(か) 〈request〉
(例)	Indicates an example given in the explanation of a grammar pattern.
(×)	Indicates an incorrect usage example.
(○)	Indicates a correct usage example.
→	Means "refer to a different entry."
subscript numbers...	Used when there are two or more headwords with the same form. e.g. : 【のに ₁ 】【のに ₂ 】

【あいだ】

① Nのあいだ

a Nのあいだ(space)

- (1) ステレオと本棚の間にテレビを置いた。／
I placed the television between the stereo
and the bookshelf.
- (2) 古本を買ったら、ページの間に1万円札
がはさまっていた。／ When I bought a
secondhand book, I found a 10,000 yen
bill between the pages.
- (3) 大阪までの間のどこかで駅弁を買って食
べよう。／ I'll buy lunch (a lunch box) at
a station somewhere before Osaka and eat
it.

あいだ indicates a space between two places/
things. When both things or places are indicated,
NとNのあいだ is used, as in (1).

b Nのあいだ(relationship)

- (1) 最近二人の間はうまくいっていないよう
だ。／ It seems that the relationship be-
tween the two hasn't gone well recently.
- (2) そのホテルは安くて清潔なので、旅行者
たちの間で人気がある。／ Since the hotel
is cheap and clean, it is popular among
travelers.
- (3) 二つの事件の間にはなにか関係がある
らしい。／ It seems that there is some
relationship between the two incidents.

In these cases, あいだ indicates "the relationship
among several people or matters," and it is used
to express a state or an action or an event that
happens in it.

② あいだ(time)

a ... あいだ

[Nのあいだ]

[A-いあいだ]

[V-ている／V-る あいだ]

- (1) 彼は会議の間ずっといねむりをしていた。

／ He was dozing all through the meeting.

- (2) 彼女が戻ってくるまでの間、喫茶店で本
を読むことにした。／ I decided to read a
book at the coffee shop until she returned.
- (3) 一生懸命泳いでいる間はいやなことも
忘れてしまう。／ I can forget about an
unpleasant thing while swimming hard.
- (4) 子供が小さい間は、なかなか夫婦での外
出ができなかった。／ When my child was
small, I could hardly ever go out with just
my husband.
- (5) 友子は、大阪にいる間は元気だったが、
東京に引っ越したとたんに関係をこわして
しまった。／ Tomoko was fine when she
was in Osaka, but she fell sick just after
she moved to Tokyo.
- (6) 私たちがお茶の用意をする間、彼らは緊
張して一言もしゃべらずに座っていた。／

While we prepared tea, they were sitting
nervously without uttering a single word.

In these cases, あいだ indicates a period of time
in which a state or an action continues, and the
sentence that follows indicates a durative state
or a parallel action during that period. When the
predicate in the following sentence is an action
verb, forms which mean duration, such as V-てい
る, V-つづける, are used.

- (×) 私が勉強している間、弟は遊んだ。／
While I was studying, my younger brother
played.
- (○) 私が勉強している間、弟は遊んでいた。／
While I was studying, my younger brother
was playing.

When describing the past, V-ていた／A-かった
あいだ are also used.

- (例) 彼はドイツに留学していた間、スウェーデ
ン人の女の子と一緒に生活していたらし
い。／ I heard that he was living with a
Swedish girl while studying in Germany.

b ... あいだに

[Nのあいだに]

【Na なあいだに】

【A-いあいだに】

【V-ている／V-る あいだに】

- (1) 留守の間にどろぼうが入った。／ My house was broken into by a thief during my absence.
- (2) 4時から5時までの間に一度電話をください。／ Please give me a call sometime between four and five o'clock.
- (3) 家族がみんな寝ている間に家を出ることにした。／ I decided to leave home while everyone in my family was sleeping.
- (4) リサが日本にいた間に一緒に旅行したかったのだが、残念ながらできなかった。／ I wanted to travel with Lisa while she was in Japan, but to my regret, I was not able to do so.
- (5) 私がてんぷらを揚げる間に、母はおひたしと酢の物と味噌汁まで作ってしまった。／ While I was making tempura, my mother made boiled greens, a vinegared dish, and even *miso* soup.
- (6) あそこも日本人旅行者が少ない間に行っておかないと、きっとすぐに開発されて日本人だらけになるだろう。／ We had better visit there while the number of Japanese travelers is small, otherwise it will surely be developed soon and be full of Japanese.
- (7) 祖母が元気な間にいろいろ話を聞いておこう。／ I will ask my grandmother many things while she is still in good health.

...あいだに indicates a period of time in which a state/action continues, and a sentence that expresses an action or a situation within that time follows. The predicate of the following sentence is a verb, and forms that do not indicate duration, like ...する, ...しはじめる, ...になる, are used.

- (×) 授業の間にずっとおしゃべりをしていた。／ I was chatting during the lesson.

- (○) 授業の間に3回質問をした。／ I asked questions three times during the lesson.

To describe a past matter, ...たあいだに is also used. When the agents of the first and second clauses are different, as in (5), it means the two persons acted in parallel at the same time.

【あいまって】

→【とあいまって】

【あえて】

① あえて

- (1) 私はあえてみなさんに規則の見直しを提案したいと思います。／ I would dare to suggest we re-examine the regulations.
- (2) 誰も助けてくれないかもしれないが、それでもあえてこの計画は実行に移したいと思う。／ Although nobody might help me, I still want to put this plan into action.
- (3) 恥を忍んであえてお聞きしますが、今のお話のポイントは何だったのでしょうか。／ It's embarrassing to ask you this, but what was the point of your speech just now?
- (4) 反感を買うのを承知であえて言いたいのは、彼らにこの仕事を任せるのはリスクが大きいということだ。／ I know I will offend them, but I dare say that it is too risky to leave this work to them.
- (5) これができるのはあなたしかいないから、負担をかけることはわかっているけど、あえてお願いしているのです。／ I know it is a burden for you, but I dare to ask because only you can do this job.

When あえて is followed by a verb of utterance, like 言う, 提案する, お願いする, or verbs like やる, 実行する, it expresses "doing it would offend others or involve risks and difficulties, but I still

want to do it, or must do it." It is used to state a strong opinion or bring up an idea.

② あえてV-ば

- (1) 反対されるのを承知であえて言えば、こんな計画は百害あって一利なしだ。／ I know there may be objections, but if I dare say so, such a plan is harmful and really no good.
- (2) 少し言いにくいことなのですが、あえて言わせていただければ、お宅のお子さんは他の学校に変わられた方がいいのではないかと思います。／ It is slightly hard to say, but if I'm allowed to say so, I think your child had better move to another school.
- (3) この映画はあまりストーリー性がないのだが、あえて説明すれば、二組のカップルがあちらこちらを旅して回り、行く先々で事件が起こるというものだ。／ This movie doesn't have much of a story line, but if I had to explain it, I'd say it's a story about two couples traveling here and there and troubles happen at every place they visit.
- (4) まだこのプロジェクトの方針は漠然としているのだが、あえて言うとしたら、環境破壊が進んでいる地域に対して、民間の援助によってそれを食い止めようというものだ。／ The policy of this project is still vague, but if I try to explain it, it is to stop environmental destruction in areas that destruction is taking place, with the support of the private sector.

In these cases, when あえて is followed by a verb of utterance such as 言う, お話する, or 説明する, it is used as a prefatory expression when one wants to say something in spite of an objection or criticism being raised, or when one cannot find an appropriate way to say something.

③ あえて...ない

- (1) そのやり方にあえて反対はしないが、不満は残っている。／ I don't dare to object to that way of doing things, but I'm not satisfied with it.
- (2) 相手が偉い先生だからといって、あえてへりくだる必要もない。／ It is not necessary to be overly modest, even if he is a great teacher.
- (3) 親に反対されてまで、あえて彼と結婚しようとは思わない。／ I won't dare to marry him, if it's against my parents' wishes.
- (4) みんなに嫌がられてまで、あえて自分の方針を押し通すこともないじゃないか。／ Why do you have to push your policy through while putting people off?

When expressions like する必要もない, することもない, しようとは思わない follow, あえて expresses the meaning "others would object or be antagonized, so one doesn't, or shouldn't, do such a risky thing."

【あがる】

① R-あがる(upward direction)

- (1) 彼は立ち上がってあたりを見回した。／ He stood up and looked around.
- (2) 妹は帰ってくるなり階段を一気に駆け上がって、自分の部屋に飛び込んだ。／ As soon as my sister came home, she ran upstairs and jumped through the doorway into her room.
- (3) 彼女はライバルを押しよけて、スターの座にのしあがった。／ She pushed her rivals away and rose to become a star.
- (4) 政治学の先生はひたいがはげ上がっている。／ Our political science teacher has a receding hairline.
- (5) 冬休みにみんなで温泉に行こうという計画が持ち上がった。／ We had a plan to